

Aligning the TESOL *ESL Standards for Pre-K-12 Students* to the New Jersey Standards for Language Arts Literacy

A document to assist school districts in the alignment of
ESL curricula to the national ESL standards
and the
New Jersey language arts literacy standards

David C. Hespe
Commissioner of Education

Barbara Anderson
Assistant Commissioner
Division of Student Services

Emilio S. Fandino
Acting Director
Office of Bilingual Education and Equity Issues

Spring 2000
PTM# 1501.71

NEW JERSEY STATE BOARD OF EDUCATION

Maud DahmeAnnandale
President

Ronald K. ButcherPitman
Vice President

Donald C. Addison, Jr.Trenton

Jean D. AlexanderAbsecon

S. David BrandtCherry Hill

Anne S. DillmanPerth Amboy

Orlando EdreiraElizabeth

Thomas P. McGoughFlorham Park

Daniel J. P. MoroneyCedar Grove

Samuel J. PodietzLumberton Township

Robert A. WoodruffElmer

David C. Hespe, Commissioner of Education
Secretary, State Board of Education

ACKNOWLEDGMENTS

The New Jersey State Department of Education gratefully acknowledges the dedicated efforts of the educators who served on the committee that developed this document.

Deborah Short, Project Consultant
Center for Applied Linguistics
Washington, D.C.

Linda Castro
Irvington School District

Jacinta Kay
Scotch Plains-Fanwood School District

Phyllis Cirbus
Old Bridge School District

Maria Martinez
Old Bridge School District

Karen Crawley
Tinton Falls School District

Sandee McBride
Howell Township School District

Barbara Haynes
River Edge School District

Judith O'Loughlin
Ho-Ho-Kus School District

Elaine Kapusta
Freehold Township School District

Barbara Yekenchik
Southern Regional High School District

New Jersey State Department of Education Team

Raquel Sinai, Bilingual Education Coordinator
P. Jean Voorhees, Language Arts Literacy Coordinator
Darlene M. Mincy, Equal Educational Opportunity Coordinator
Sherry Boguchwal, Bilingual Education Program Development Specialist
Surlisa Graves-Murphy, Secretarial Assistant

TABLE OF CONTENTS

Introduction 1

Goal 1

Standard 1 9

Standard 2 13

Standard 3 17

Goal 2

Standard 1 25

Standard 2 30

Standard 3 40

Goal 3

Standard 1 51

Standard 2 55

Standard 3 59

Introduction

The New Jersey Administrative Code chapter on Bilingual Education (6A:15) mandates that any school district with a bilingual and/or English as a Second Language (ESL) program develop an ESL curriculum that addresses the linguistic needs of limited English proficient students. This curriculum must be aligned to the ESL Standards for Pre-K-12 Students, developed by Teachers of English to Speakers of Other Languages (TESOL), and which have been adopted into code by the New Jersey State Department of Education. The ESL Standards articulate the English language competencies that English language learners need to acquire in order to become fully proficient in English and achieve the same challenging content standards as their English-speaking peers.

English language learners must meet all the grade-appropriate Core Curriculum Content Standards in all curriculum areas including the New Jersey Language Arts Literacy Standards. Therefore, it is important that the ESL curriculum not only lead students to develop native-like levels of proficiency in English, but also address the development of the cognitive and expressive skills outlined in the language arts literacy standards. Although the ESL Standards and the language arts literacy standards are related, there is an important distinction. The language arts literacy standards are based on the assumption that students possess native-like competence in English, while the ESL Standards identify the English language competencies that are characteristic of native English speakers and that are critical to the attainment of the language arts literacy and other Core Curriculum Content Standards. Some English language learners enrolled in districts with bilingual education programs will develop the skills to meet the language arts literacy standards through their primary language until they acquire sufficient proficiency in English. As students become increasingly fluent, ESL and language arts curriculum and instruction should become more similar, and the need for further English language development will vary among individual students.

Purpose

This document is intended to assist curriculum developers in the review and revision of ESL curricula to ensure congruence with the ESL Standards and the New Jersey Language Arts Literacy Standards. As such, this document is not in itself a curriculum guide, but should be used as a reference for revising or developing district curricula driven by these standards.

Process

This curriculum alignment guide was initiated by the Office of Bilingual Education and Equity Issues. The purpose of the project was to provide support for districts' efforts to align their ESL curricula to the standards. A team of ten ESL teachers, representing diverse student populations and programs at the elementary, middle, and high school grades, met during the summer of 1999 to develop this guide. The director of the TESOL ESL Standards and Assessment Project from the Center for Applied Linguistics in Washington, D.C. provided initial guidance and ongoing support. A language arts literacy specialist from the New Jersey Department of Education's Office of Standards and Professional Development also provided guidance to the project.

Organization and Content

This document is organized around the goals and standards of the *ESL Standards for Pre-K-12 Students*. The goals reflect the areas in which students need to develop competence in English - social, academic and cultural. The standards indicate what students should know and be able to do as a result of instruction.

The ESL descriptors specify the functions that students should be able to carry out in English in personal, social, and academic contexts, and they reflect the behavior students exhibit when they meet a standard.

The language arts literacy cumulative progress indicators that appear under each descriptor are those which are related pedagogically to the ESL descriptor and standard. They are placed under the five language arts of speaking (3.1), listening (3.2), writing (3.3), reading (3.4), and viewing (3.5), in accordance with their placement in the state language arts literacy standards. The sample progress indicators list examples of assessable activities at three grade-level clusters that ESL students may perform to demonstrate progress towards meeting a particular standard.

The organization of this guide is intended to assist curriculum writers and teachers in identifying curriculum objectives, as well as providing practice, follow-up and assessment activities that will lead English language learners to develop native-like levels of English proficiency, and to begin to develop, in English, the language arts abilities they will need to become literate English-proficient adults.

TESOL ESL STANDARDS

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interactions.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

LANGUAGE ARTS LITERACY STANDARDS

Standard 3.1: All students will speak for a variety of real purposes and audiences.

Standard 3.2: All students will listen actively in a variety of situations to information from a variety of sources.

Standard 3.3: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Standard 3.4: All students will read a variety of materials and texts with comprehension and critical analysis.

Standard 3.5: All students will view, understand, and use nontextual visual information.

Translating the Standards into a Curriculum

As ESL curriculum writers articulate the standards and descriptors into specific curriculum objectives and performance indicators, these outcomes should be linked to the broad English language proficiency levels of beginner, intermediate, and advanced. Unlike other content areas, it cannot be assumed that English language learners have a baseline of foundational knowledge and skill in the English language that corresponds to their grade levels. Beginning level ESL students may enter the school system at any grade level; thus, the ESL curriculum must define competence in the English language across the proficiency spectrum, as well as make explicit how such knowledge and skill may be manifested across grade levels.

The sample curriculum sequence chart that follows is a model of how this information can be translated into district curricula. It reflects a theme-based curriculum unit on change as manifested in literature, history, or culture. The first two columns of the chart list the ESL descriptor and corresponding language arts literacy cumulative progress indicators. These are representative behaviors that students exhibit when they meet a standard and may be used to develop learning objectives. The third column reflects broad sample progress indicators that suggest assessment activities. Individual sample progress indicators will vary according to the unit of study. The fourth column shows a possible theme-based unit on change for the three grade clusters. The fifth column illustrates sample activities/performance indicators, at each grade cluster and for each proficiency level. These offer ideas for learning activities that are age-and grade-level appropriate. The sixth column identifies corresponding grade cluster skills that are +linked to overall curriculum goals for those grades.

Curriculum writers may use this model to develop a curriculum that reflects their district's unique needs and educational philosophy.

SAMPLE CURRICULUM UNIT

Goal 2, Standard 2

TESOL Standard: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

ESL Descriptor	New Jersey Language Arts Literacy Standards/CPI's	Sample Progress Indicator	Theme – Based Curriculum Unit	Grade Appropriate Activity/Performance Indicator	Grade Cluster Skills
Selecting connecting and explaining information.	<p>3.1.7 Speaking: Talk with others to identify, explore, and solve problems;</p> <p>3.2.3 Listening: Listen for a variety of purposes, such as enjoyment and obtaining information;</p> <p>3.3.6 Writing: Write collaboratively and independently;</p> <p>3.4.6 Reading: Read literally, inferentially, and critically;</p> <p>3.4.12 Reading: Demonstrate comprehension through retelling and summarizing ideas and following written directions;</p> <p>3.5.7 Viewing: Use symbols, drawings, and illustrations to represent information that supports and/or enhances their writing.</p>	<p>Grades Pre-K-3</p> <ul style="list-style-type: none"> ❖ Explain change (e.g., in self, characters and story plot). <p>Grades 4-8</p> <ul style="list-style-type: none"> ❖ Gather and organize the appropriate materials needed to complete a task. Explain change (e.g., cultural differences in fairy tales). <p>Grades 9-12</p> <ul style="list-style-type: none"> ❖ Use various media sources to research and write an essay. Explain change (e.g., in cultural attitudes in fiction). 	<p>Grades Pre-K-3</p> <ul style="list-style-type: none"> ❖ Change as represented in fictional stories, picture books, and fairy tales. <p>Grades 4-8</p> <ul style="list-style-type: none"> ❖ Change as represented in cultural variations of fairy tales. <p>Grades 9-12</p> <ul style="list-style-type: none"> ❖ Change as represented in fictional literature. 	<p>Grades Pre-K-3</p> <p>The student will:</p> <ul style="list-style-type: none"> ❖ Beginner: Listen to two fictional stories; draw characters, and label similarities and differences from each story. ❖ Intermediate: Listen to two stories; retell and highlight similarities and differences orally or in writing. ❖ Advanced: Listen to or read a fairy tale; analyze orally and in writing about change in a character from beginning to end of story. <p>Grades 4-8</p> <ul style="list-style-type: none"> ❖ Beginner: Listen to two versions of a fairy tale; use a Venn diagram to compare and contrast characters. Students dictate/teacher records – recall story details. ❖ Intermediate: Make posters, dramatize or videotape representations of both fairy tales. ❖ Advanced: Write a new fairy tale incorporating elements from two previously read versions. <p>Grades 9-12</p> <ul style="list-style-type: none"> ❖ After viewing and/or reading two versions from same literary theme, students will: ❖ Beginner: Create a theme collage utilizing visuals from various media sources. ❖ Intermediate: Write a paper about dating practices in popular culture using media sources. ❖ Advanced: Write a paper comparing cultural differences in marriage customs between two different eras using various media sources. 	<p>Grades Pre-K-3</p> <ul style="list-style-type: none"> ❖ Label objects ❖ Retell orally, visually, or in writing. <p>Grades 4-8</p> <ul style="list-style-type: none"> ❖ Compare and contrast. ❖ Organize materials. ❖ Create an artistic interpretation of text. <p>Grades 9-12</p> <ul style="list-style-type: none"> ❖ Compare pros and cons ❖ Use a wide range of materials. ❖ Use technology as a research tool.

References

New Jersey Department of Education (1996).
New Jersey Language Arts Literacy Curriculum Framework
PO Box 500
Trenton, New Jersey 08625-0500
Website: www.state.nj.us/education

Teachers of English to Speakers of Other Language, Inc. (1997).
ESL Standards for Pre K-12 Students
Alexandria, VA: Author
1600 Cameron Street, Suite 300
Alexandria, VA 22314
Website: <http://www.tesol.edu>

California Department of Education (January, 1998)
Draft English Language Development Standards
PO Box 944272
Sacramento, CA 94244

Goal 1

To use English to communicate in social settings

Standard 2

Students will use English to participate in social interaction

Goal 1, Standard 1**ESL Descriptor: Sharing and requesting information to get personal needs met****Language Arts Literacy Cumulative Progress Indicators****Sample Progress Indicators****Speaking 3.1**

1	Use listening, writing, reading, and viewing to assist with speaking
2	Adjust oral communications for different purposes and audiences
3	Use oral communication to influence the behavior of others
4	Modify oral communication in response to the reactions of others
7	Talk with others to identify, explore, and solve problems
9	Use the conventions of spoken English, such as grammar and appropriate forms of address
14	Use clear, concise, organized language in speaking situations
17	Conduct an informational interview

Grades Pre-K-3

- ❖ Volunteer information and respond to questions about self and family
- ❖ Greeting teacher and peers appropriately while entering the classroom

Grades 4-8

- ❖ Use the telephone
- ❖ Ask peers for their opinions, preferences, and desires

Listening 3.2

3	Listen for a variety of purposes, such as enjoyment and obtaining information
11	Demonstrate comprehension of, and appropriate listener response to, ideas in a persuasive speech, an oral interpretation of a literary selection, interviews, in a variety of real-life situations, and educational and scientific presentations

Grades 9-12

- ❖ Use prepared notes for an interview or meeting
- ❖ Offer and respond to greetings, compliments, invitations, introductions, and farewell

Writing 3.3

1	Use speaking, listening, reading, and viewing to assist with writing
4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
15	Understand that written communication can affect the behavior of others
18	Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda

Reading 3.4

1	Use listening, speaking, writing, and viewing to assist with reading
4	Use reading for different purposes, such as enjoyment, learning and problem-solving

Viewing 3.5

1	Use speaking, listening, writing, and reading to assist with viewing
2	Demonstrate the ability to gain information from a variety of media

Goal 1, Standard 1

ESL Descriptor: Engaging in conversation to express needs, feelings and ideas

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

2	Adjust oral communications for different purposes and audiences
3	Use oral communication to influence the behavior of others
8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story
18	Receive and use constructive feedback to improve speaking ability

Listening 3.2

6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
---	--

Sample Progress Indicators

Grades Pre-K-3

- ❖ Communicate needs and feelings during social interactions
- ❖ Contribute ideas and suggestions in planning classroom social activity

Grades 4-8

- ❖ Make plans for an after school activity
- ❖ Communicate with English-speaking acquaintances and friends for a variety of purposes

Grades 9-12

- ❖ Indicate interests, opinions, or preferences related to class projects
- ❖ Describe feelings and emotions after watching movie

Goal 1, Standard 1

ESL Descriptor: Using nonverbal communication in social interactions.

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

13	Use visual aids and nonverbal behaviors to support spoken messages
16	Recognize when audiences do not understand the message, and make appropriate adjustments
18	Receive and use constructive feedback to improve speaking ability

Listening 3.2

6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
---	--

Sample Progress Indicators

Grades Pre-K-3

- ❖ Raise hand when responding to a question
- ❖ Participate in a class game by following nonverbal clues

- ❖ Use appropriate facial expressions to indicate paying attention to another's verbal message

Grades 4-8

- ❖ Maintain appropriate distance when speaking to peer or teacher
- ❖ Maintain eye contact during a conversation

Grades 9-12

- ❖ Use appropriate nonverbal behavior to obtain another's attention
- ❖ Use a handshake when greeting another person

Goal 1, Standard 1**ESL Descriptor: Conducting transactions****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

2	Adjust oral communications for different purposes and audiences
3	Use oral communication to influence the behavior of others
4	Modify oral communication in response to the reactions of others
6	Participate in discussion by alternating the roles of speaker and listener
9	Use the conventions of spoken English, such as grammar and appropriate forms of address
22	Demonstrate interview skills in real-life situations, such as college admissions or employment

Listening 3.2

3	Listen for a variety of purposes, such as enjoyment and obtaining information
5	Listen attentively and critically to a variety of speakers
7	Follow oral directions

Writing 3.3

1	Use speaking, listening, reading, and viewing to assist with writing
4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
15	Understand that written communication can affect the behavior of others
18	Write for real audiences and purposes, such as job application, business letters, college applications, and memoranda

Reading 3.4

4	Use reading for different purposes, such as enjoyment, learning, and problem-solving
---	--

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Read and write invitations and thank you notes
- ❖ Ask a peer to exchange a snack
- ❖ Take out a library book

Grades 4-8

- ❖ Buy lunch in school cafeteria
- ❖ Make plans for a social engagement

Grades 9-12

- ❖ Obtain, complete, and process application forms such as driver's license
- ❖ Make an appointment
- ❖ Shop in a supermarket
- ❖ Negotiate solutions to problems, interpersonal misunderstandings and disputes

Goal 1

To use English to communicate in social settings

Standard 2

Students will interact in, through and with spoken English for personal expression and enjoyment

Goal 1, Standard 2

ESL Descriptor: Describing, reading about or participating in a favorite activity

Language Arts Literacy Cumulative Progress Indicators**Sample Progress Indicators****Speaking 3.1**

8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story
12	Tell, retell, summarize, and paraphrase ideas
21	Present an extemporaneous speech

Grades Pre-K-3

- ❖ Express enjoyment while playing a game
- ❖ Describe how to play a favorite sport

Listening 3.2

3	Listen for a variety of purposes, such as enjoyment and obtaining information
7	Follow oral directions

Grades 4-8

- ❖ Recommend a film or videotape to a friend
- ❖ Recommend a game, book, or computer program

Writing 3.3

2	Write from experiences, thoughts, and feelings
3	Use writing to extend experience
4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems

Grades 9-12

- ❖ Recount a favorite after-school activity
- ❖ Listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs and magazines

Reading 3.4

2	Listen and respond to whole texts
4	Use reading for different purposes, such as enjoyment, learning, and problem-solving
5	Read independently a variety of literature written by authors of different cultures, ethnicities, genders, and ages
8	Read with comprehension

Viewing 3.5

7	Use symbols, drawings, and illustrations to represent information that supports and/or enhances their writing
---	---

Goal 1, Standard 2

ESL Descriptor: Sharing social and cultural traditions and values

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story
15	Speak before a group to defend an opinion and present an oral interpretation
21	Present an extemporaneous speech

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
3	Listen for a variety of purposes, such as enjoyment and obtaining information

Writing 3.3

2	Write from experience, thoughts, and feelings
3	Use writing to extend experience

Reading 3.4

5	Read independently a variety of literature written by authors of different cultures, ethnicities, genders, and ages
18	Begin to identify common aspects of human existence
26	Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition

Viewing 3.5

2	Demonstrate the ability to gain information from a variety of media
6	Recognize and use pictorial information that supplements text
11	Recognize and respond to visual messages of humor, irony, and metaphor
12	Articulate the connection between visual and verbal message

Sample Progress Indicators

Grades Pre-K-3

- ❖ Teach native dance
- ❖ Share a game from native culture

Grades 4-8

- ❖ Discuss family roles in native culture
- ❖ Talk about holiday traditions

Grades 9-12

- ❖ Discuss issues of personal importance or value
- ❖ Share a favorite family recipe

Goal 1, Standard 2

ESL Descriptor: Participating in popular culture

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

4	Modify oral communication in response to the reactions of others
6	Participate in discussion by alternating the roles of speaker and listener
14	Use clear, concise, organized language in speaking situations

Listening 3.2

3	Listen for a variety of purposes, such as enjoyment and obtaining information
12	Evaluate media techniques and messages

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
12	Publish writing in a variety of formats

Reading 3.4

2	Listen and respond to whole texts
4	Use reading for different purposes, such as enjoyment, learning, and problem-solving
5	Read independently a variety of literature written by authors of different cultures, ethnicities, genders, and ages

Viewing 3.5

2	Demonstrate the ability to gain information from a variety of media
3	Articulate awareness of different media forms and how these contribute to communication
16	Compare and contrast media sources, such as book and film versions of a story

Sample Progress Indicators

Grades Pre-K-3

- ❖ Describe a favorite cartoon character
- ❖ Talk about a favorite American food

Grades 4-8

- ❖ Describe a favorite American holiday or holiday tradition
- ❖ Describe a personal hero

Grades 9-12

- ❖ Recommend a film to a friend
- ❖ Persuade peers to join in a favorite activity, game, or hobby
- ❖ Discuss preference for types of music, books, games, and computer programs

Goal 1

To use English to communicate in social settings

Standard 3

Students will use learning strategies to extend their communication competence

Goal 1, Standard 3

ESL Descriptor: Testing hypotheses about language

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

1	Use listening, writing, reading and viewing to assist with speaking
4	Modify oral communication in response to the reactions of others
7	Talk with others to identify, explore, and solve problems
14	Use clear, concise, organized language in speaking situations
18	Receive and use constructive feedback to improve speaking ability

Listening 3.2

1	Use speaking, writing, reading and viewing to assist with listening
3	Listen for a variety of purposes, such as enjoyment and obtaining information
4	Interpret meaning through sounds, such as how speaking style reveals character in an oral interpretation
5	Listen attentively and critically to a variety of speakers
6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard

Writing 3.3

1	Use speaking, listening, reading and viewing to assist with writing
---	---

Reading 3.4

1	Use listening, speaking, writing, and viewing to assist with reading
15	Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues

Sample Progress Indicators

Grades Pre-K-3

- ❖ Sing a newly learned song or jingle
- ❖ Imitate classmates' response to a teacher's question or directions

Grades 4-8

- ❖ Use a dictionary to validate choice of language
- ❖ Understand verbal directions by comparing them with verbal cues (e.g., folding paper into eighths)

Grades 9-12

- ❖ Tell an appropriate joke
- ❖ Practice recently learned language by teaching a peer

Goal 1, Standard 3

ESL Descriptor: Focusing attention selectively

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

6	Participate in discussion by alternating the roles of speaker and listener
7	Talk with others to identify, explore, and solve problems
8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story
11	Give directions and/or instructions
20	Prepare for and participate in structured debates and panel discussions

Listening 3.2

5	Listen attentively and critically to a variety of speakers
7	Follow oral directions

Writing 3.3

5	Write on self-selected topics in a variety of literary forms
6	Write collaboratively and independently
10	Revise content, organization and other aspects of writing, using self, peer, and teacher collaborative feedback (the shared responses of others)
11	Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation
13	Establish and use criteria for self and group evaluation of written products

Reading 3.4

6	Read literally, inferentially, and critically
8	Read with comprehension
15	Expand vocabulary using appropriate strategies and techniques such as word analysis and context clues

Viewing 3.5

2	Demonstrate the ability to gain information from a variety of media
5	Respond to and evaluate the use of illustrations to support text
6	Recognize and use pictorial information that supplements text
9	Distinguish between factual and fictional visual representations

Sample Progress Indicators

Grades Pre-K-3

- ❖ After carefully listening to a story, retell it in own words
- ❖ Follow directions in order to participate in a game

Grade 4-8

- ❖ Tell a classmate how to get to a school location
- ❖ Ask a classmate whether a particular word or phrase is correct

Grades 9-12

- ❖ Edit a letter written to a pen pal
- ❖ Keep individual notes for language learning

Goal 1, Standard 3**ESL Descriptor: Seeking support and feedback from others****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

6	Participate in discussion by alternating the role of speaker and listener
7	Talk with others to identify, explore, and solve problems
18	Receive and use constructive feedback to improve speaking ability

Listening 3.2

6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions to understand what is heard
---	---

Writing 3.3

10	Revise content, organization and other aspects of writing using self, peer, and teacher collaborative feedback (the shared responses of others)
13	Establish and use criteria for self and group evaluation of written products

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Ask a classmate the meaning of a word
- ❖ Tell someone in the native language that a direction given in English was not understood

Grades 4-8

- ❖ Share, revise, and edit a writing piece with a peer

Grades 9-12

- ❖ Ask how to sign up and try out for extracurricular activity
- ❖ Ask a peer for appropriate dress for after-school activity

Goal 1, Standard 3**ESL Descriptor: Comparing verbal and nonverbal cues****Language Arts Literacy Standards Cumulative Progress Indicators****Speaking 3.1**

13	Use visual aids and nonverbal behaviors to support spoken messages
16	Recognize when audiences do not understand the message and make appropriate adjustments

Listening 3.2

3	Listen for a variety of purposes, such as enjoyment and obtaining information
9	Give appropriate feedback to a variety of speakers
13	Evaluate media techniques and messages

Writing 3.3

1	Use speaking, listening, reading, and viewing to assist with writing
---	--

Reading 3.4

1	Use listening, speaking, writing, and viewing to assist with reading
---	--

Viewing 3.5

2	Demonstrate the ability to gain information from a variety of media
11	Recognize and respond to visual messages of humor, irony, and metaphor
12	Articulate the connection between visual and verbal message

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Complete an art project by following nonverbal/verbal directions
- ❖ Play Simon Says

Grades 4-8

- ❖ Watch classmates to determine appropriate behavior in a variety of situations (e.g., assembly, sports event, peer presentation)
- ❖ Demonstrate appropriate response to gestures

Grades 9-12

- ❖ Understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths)
- ❖ Imitate classmates' response to a teacher's questions or directions

Goal 1, Standard 3

ESL Descriptor: Self-monitoring and self-evaluating language development

Language Arts Literacy Standards Cumulative Progress Indicators

Speaking 3.1

2	Adjust oral communications for different purposes and audiences
4	Modify oral communication in response to the reactions of others
16	Recognize when audiences do not understand the message, and make appropriate adjustments

Listening 3.2

6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
---	--

Writing 3.3

10	Revise content, organization and other aspects of writing, using self, peer, and teacher collaborative feedback (the shared responses of others)
11	Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation
13	Establish and use criteria for self and group evaluation of written products

Reading 3.4

9	Use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in their own lives
15	Expand vocabulary using appropriate strategies and techniques such as word analysis and context clues

Sample Progress Indicators

Grades Pre-K-3

- ❖ Practice recently learned expression with a peer
- ❖ Recite a poem or song to oneself

Grades 4-8

- ❖ Keep individual notes for language learning
- ❖ Tell someone in the native language that a direction given in English was not understood
- ❖ Self-correct pronunciation when reading aloud

Grades 9-12

- ❖ Use written sources to discover or check information
- ❖ Use computer spell check to verify spelling

Goal 1, Standard 3

ESL Descriptor: Using the primary language to ask for clarification

Sample Progress Indicators

Grades Pre-K-3

- ❖ Ask someone in the native language to explain a direction given in English
- ❖ Ask a peer in the native language the rules of a game

Grades 4-8

- ❖ Use a bilingual dictionary
- ❖ Ask a peer whether a particular word or phrase is correct

Grades 9-12

- ❖ Ask a peer in native language how to use the library
- ❖ Ask a peer in the native language about a particular school rule

Goal 1, Standard 3

ESL Descriptor: Learning and using language “chunks”

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

5	Participate in collaborative speaking activities, such as choral reading, plays, and reciting poems
8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and/or tell a story

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard

Writing 3.3

7	Use a variety of strategies and activities, such as brainstorming, listening, discussion, drawing, role playing, note-taking and journal writing, for finding and developing ideas about which to write
9	Use figurative language, such as simile, metaphor, and analogies, to expand meaning

Reading 3.4

15	Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues
31	Understand the effect of literary devices, such as alliteration and figurative language, on the readers' emotions and interpretation

Sample Progress Indicators

Grades Pre-K-3

- ❖ Recite a line from a popular song, movie, or commercial
- ❖ Role-play a particular school situation

Grades 4-8

- ❖ Test appropriate use of new vocabulary phrases and structures
- ❖ Participate in school play or classroom presentation

Grades 9-12

- ❖ Participate in responsive reading
- ❖ Recite a poem in front of the class

Goal 1, Standard 3

To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence

ESL Descriptor: Using context to get meaning

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

1	Use listening, writing, reading, and viewing to assist with speaking
---	--

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
2	Demonstrate comprehension of a story, interview, and oral report of an event or incident
4	Interpret meaning through sounds, such as how speaking style reveals character in an oral interpretation

Writing 3.3

1	Use speaking, listening, reading, and viewing to assist with writing
---	--

Reading 3.4

1	Use listening, speaking, writing, and viewing to assist with reading
2	Listen and respond to whole texts
6	Read literally, inferentially, and critically
8	Read with comprehension

Viewing 3.5

1	Use speaking, listening, writing, and reading to assist with viewing
2	Demonstrate the ability to gain information from a variety of media
4	Articulate information conveyed by symbols such as those found in pictorial graphs, map keys, and icons on a computer screen
5	Respond to and evaluate the use of illustrations to support text
10	Take notes on visual information from films, presentations, observations, and other visual media, and report that information through speaking, writing, or their own visual representations
11	Recognize and respond to visual messages of humor, irony, and metaphor
12	Articulate the connection between visual and verbal message

Sample Progress Indicators

Grades Pre-K-3

- ❖ Use picture clues to further understand vocabulary and theme of a story
- ❖ Use symbols to identify school locations e.g., nurse's office

Grades 4-8

- ❖ Associate realia or diagrams with written labels to learn vocabulary or construct meaning
- ❖ Apply knowledge of setting to reading

Grades 9-12

- ❖ Identify cognates, suffixes, prefixes in text
- ❖ Identify meaning of traffic symbols used in driving
- ❖ Apply personal experiences to writing

Goal 1, Standard 3**ESL Descriptor: Practicing new language****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

5	Participate in collaborative speaking activities, such as choral reading, plays, and reciting of poems
6	Participate in discussion by alternating the roles of speaker and listener
10	Read aloud with meaning
11	Give directions and/or instructions
22	Demonstrate interview skills in real-life situations, such as college admissions or employment

Writing 3.3

1	Use speaking, listening, reading, and viewing to assist with writing
10	Revise content, organization and other aspects of writing, using self, peer, and teacher collaborative feedback (the shared responses of others)
12	Publish writing in a variety of formats
14	Develop a portfolio or collection of writings

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Recite a line from a popular song, movie, or commercial
- ❖ Role-play a particular school situation

Grades 4-8

- ❖ Play a word game
- ❖ Describe a classmate

Grades 9-12

- ❖ Plan and rehearse an anticipated conversation or practice questions and responses aloud in preparation for an interview
- ❖ Interview a teacher, peer or family member

Goal 1, Standard 3**ESL Descriptor: Selecting different media to help understand language****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

1	Use listening, writing, reading, and viewing to assist with speaking
13	Evaluate media techniques and messages

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
---	--

Reading 3.4

1	Use listening, speaking, writing, and viewing to assist with reading
16	Read and use printed materials and technical manuals from other disciplines, such as science, social studies, mathematics, and applied technology

Viewing 3.5

1	Use speaking, listening, writing, and reading to assist with viewing
2	Demonstrate the ability to gain information from a variety of media
8	Use simple charts, graphs, and diagrams to report data
10	Take notes on visual information from films, presentations, observations, and other visual media, and report that information through speaking, writing, or original visual representations
15	Evaluate media for credibility
16	Compare and contrast media sources, such as book and film versions of a story
17	Solve problems using multimedia technology and be able to browse, annotate, link and elaborate on information in multimedia data bank

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Use a cassette tape and book set to better understand a story
- ❖ Use a computer program to listen to, view, and interact with a story

Grades 4-8

- ❖ Use a computer spell check
- ❖ Use written sources to discover or check information

Grades 9-12

- ❖ Use electronic card catalog to find a book in the library
- ❖ Use videos, DVD, CD Roms or tapes to enhance understanding

Goal 2

To use English to achieve academically in all content areas

Standard 1

Students will use English to interact in the classroom

Goal 2, Standard 1**ESL Descriptor: Following oral and written directions, implicit and explicit****Language Arts Literacy Cumulative Progress Indicators****Listening 3.2**

1	Use speaking, writing, reading, and viewing to assist with listening
7	Follow oral directions

Reading 3.4

1	Use listening, speaking, writing, and viewing to assist with reading
8	Read with comprehension
12	Demonstrate comprehension through retelling or summarizing ideas and following written directions

Viewing 3.5

1	Use speaking, listening, writing, and reading to assist with viewing
---	--

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Run an errand in a school setting
- ❖ Follow verbal directions to form a line in class

Grades 4-8

- ❖ Follow directions to perform tasks in a cooperative learning group
- ❖ Follow written directions of a recipe

Grades 9-12

- ❖ Follow directions to complete a project
- ❖ Follow directions to locate places on a map

Goal 2, Standard 1**ESL Descriptor: Requesting and providing information, assistance, and clarification by asking and answering questions****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

6	Participate in discussion by alternating the roles of speaker and listener
7	Talk with others to identify, explore, and solve problems
8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and/or tell a story
11	Give directions and/or instructions

Listening 3.2

3	Listen for a variety of purposes, such as enjoyment and obtaining information
6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
9	Give appropriate feedback to a variety of speakers

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
7	Use a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
18	Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Ask peer or teacher for assistance with a task
- ❖ Participate in show-and-tell

Grades 4-8

- ❖ Ask a teacher to restate or simplify directions
- ❖ Ask peer for help with homework
- ❖ Explain the reason for being absent or late for a task

Grades 9-12

- ❖ Participate in an interview
- ❖ Conduct a conference with peers or teacher

Goal 2, Standard 1**ESL Descriptor: Participating in full-class, group, and pair discussions****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

2	Adjust oral communications for different purposes and audiences
6	Participate in discussion by alternating the roles of speaker and listener
7	Talk with others to identify, explore, and solve problems
8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story
20	Prepare for and participate in structured debates and panel discussion

Listening 3.2

3	Listen for a variety of purposes, such as enjoyment and obtaining information
6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
7	Follow oral directions
8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and/or interview

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Participate in discussion about family, community, school procedures, etc.
- ❖ Listen actively to others to obtain information

Grades 4-8

- ❖ Join in a group response at the appropriate time
- ❖ Take turns when speaking in a group

Grades 9-12

- ❖ Be an active member of a cooperative learning group activity
- ❖ Participate in a debate

Goal 2, Standard 1**ESL Descriptor: Negotiating and managing interactions to accomplish tasks****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

3	Use oral communication to influence the behavior of others
6	Participate in discussion by alternating the roles of speaker and listener
7	Talk with others to identify, explore, and solve problems
11	Give directions and/or instructions
14	Use clear, concise, organized language in speaking situations

Listening 3.2

5	Listen attentively and critically to a variety of speakers
8	Demonstrate comprehension of and appropriate listener response (e.g., listening attentively) to an oral report, discussion and interview
9	Give appropriate feedback to a variety of speakers

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Ask for materials needed to complete a task
- ❖ Negotiate learning center use

Grades 4-8

- ❖ Negotiate cooperative roles and task assignments
- ❖ Decide on a fair way to choose teams

Grades 9-12

- ❖ Negotiate verbally to identify role in a cooperative group
- ❖ Present a persuasive argument orally

Goal 2, Standard 1**ESL Descriptor: Explaining Actions****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

11	Give directions and/or instructions
12	Tell, retell, summarize, and paraphrase ideas
14	Use clear, concise, organized language in speaking situations

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond, to reading, and solve problems
6	Write collaboratively and independently
18	Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda

Viewing 3.5

7	Use symbols, drawings, and illustrations to represent information that supports and/or enhances their writing
---	---

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Relate reason for tardiness
- ❖ Explain why homework is incomplete

Grades 4-8

- ❖ Sequence the steps needed to complete a given task either orally or in writing

Grades 9-12

- ❖ Give explanation for topic choice
- ❖ Retell steps in an experiment to increase a classmate's comprehension

Goal 2, Standard 1**ESL Descriptor: Elaborating and extending other people's ideas and words****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

7	Talk with others to identify, explore, and solve problems
12	Tell, retell, summarize, and paraphrase ideas
16	Recognize when audiences do not understand the message, and make appropriate adjustments

Writing 3.3

3	Use writing to extend experience
10	Revise content, organization and other aspects of writing, using self, peer, and teacher collaborative feedback (the shared responses of others)

Viewing 3.5

7	Use symbols, drawings, and illustrations to represent information that supports and/or enhances student's writing
10	Take notes on visual information from films, presentations, observations, and other visual media, and report that information through speaking, writing, or the student's own visual representations
13	Choose and use multiple forms of media to convey what has been learned

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Write or draw a conclusion to a story
- ❖ "Read" a wordless book

Grades 4-8

- ❖ Expand sentences by using adjectives
- ❖ Work cooperatively in a round-robin format to create a story

Grade 9-12

- ❖ Write a journal entry, responding to a classroom interaction
- ❖ Paraphrase the teacher's directions/explanations for a peer
- ❖ Elaborate upon an answer provided by a peer and offer an alternative suggestion

Goal 2, Standard 1

ESL Descriptor: Expressing likes, dislikes, and needs within an academic setting

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story
15	Speak before a group to defend an opinion and present an oral interpretation

Writing 3.3

2	Write from experiences, thoughts, and feelings
4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
5	Write on self-selected topics in a variety of literary forms

Sample Progress Indicators

Grades Pre-K-3

- ❖ Express preference for a particular story
- ❖ Ask to borrow materials from a peer

Grade 4-8

- ❖ Expand sentences by using adjectives
- ❖ Write a journal entry about a short story

Grade 9-12

- ❖ Request a pass to meet with a counselor
- ❖ Share a favorite musical group or movie

Goal 2

To use English to achieve academically in all content areas

Standard 2

Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

Goal 2, Standard 2

ESL Descriptor: Comparing and contrasting information

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

20	Prepare for and participate in structured debates and panel discussions
----	---

Listening 3.2

5	Listen attentively and critically to a variety of speakers
---	--

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
8	Write to synthesize information from multiple sources

Reading 3.4

11	Distinguish personal opinions and points of view from those of the author, and distinguish fact from opinion
17	Read more than one work by a single author
21	Analyze text-using patterns of organization, such as cause and effect, comparison, and contrast

Viewing 3.5

7	Use symbols, drawings, and illustrations to represent information that supports and/or enhances the student's writing
8	Use simple charts, graphs, and diagrams to report data
9	Distinguish between factual and fictional representations
12	Articulate the connection between visual and verbal messages
16	Compare and contrast media sources, such as book and film versions of a story

Sample Progress Indicators

Grades Pre-K-3

- ❖ Define, compare, and classify objects (e.g., according to number, shape, color, size, function)
- ❖ Compare and contrast story characters

Grades 4-8

- ❖ Choose a graphic organizer to best show similarities/differences
- ❖ Compare the elements of literary genres

Grades 9-12

- ❖ Verbalize relationship between new information and information previously learned in another setting
- ❖ Compare and contrast literature themes and/or authors' works
- ❖ Compare a biography with an historical period

Goal 2, Standard 2

ESL Descriptor: Persuading, arguing, negotiating, evaluating, and justifying

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

2	Adjust oral communications for different purposes and audiences
3	Use oral communication to influence the behavior of others
4	Modify oral communication in response to the reactions of others
15	Speak before a group to defend an opinion and present an oral interpretation
20	Prepare for and participate in structured debates and panel discussions

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
13	Evaluate media techniques and messages

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
15	Understand that written communication can affect the behavior of others

Reading 3.4

3	Understand that authors write for different purposes, such as persuading, informing, entertaining, and instructing
4	Use reading for different purposes, such as enjoyment, learning, and problem-solving
6	Read literally, inferentially and critically
10	Identify passages in the text that support their point of view
30	Understand appropriate literary concepts, such as rhetorical devices, logical fallacy, and jargon

Viewing 3.5

7	Use symbols drawings and illustrations to represent information that supports and/or enhances a student's
1	Use speaking, writing, reading, and viewing to assist with listening
15	Evaluate media for credibility

Sample Progress Indicators

Grades Pre-K-3

- ❖ Talk about or write a few sentences telling why one's favorite pet should be everyone's favorite
- ❖ Discuss or write reasons why there should be no homework

Grade 4-8

- ❖ Write and illustrate an advertisement to sell a product
Present the product orally
- ❖ Write a letter to persuade the principal to see your individual point of view

Grades 9-12

- ❖ Defend a political ideology
- ❖ Use multimedia sources to support an argument

Goal 2, Standard 2

ESL Descriptor: Listening to, speaking, reading, and writing about subject matter information

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

1	Use listening, writing, reading, and viewing to assist with speaking
7	Talk with others to identify, explore, and solve problem
8	Speak before a group to express thoughts and ideas, convey an opinion, represent information, and tell a story
12	Tell, retell, summarize and paraphrase ideas
14	Use clear, concise, organized language in speaking situations
20	Prepare for and participate in structured debates and panel discussions

Listening 3.2

1	Use speaking writing, reading, and viewing to assist with listening
5	Listen attentively and critically to a variety of speakers
8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and interview

Writing 3.3

2	Write from experiences, thoughts, and feelings
3	Use writing to extend experience
4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
6	Write collaboratively and independently
7	Use a variety of strategies and activities, such as brainstorming, listening, discussion, drawing, role playing, note taking, and journal writing, for finding and developing ideas about which to write
8	Write to synthesize information from multiple sources
19	Write a research paper that synthesizes and cites data

Reading 3.4

1	Use listening, speaking, writing and viewing to assist with reading
5	Read independently a variety of literature written by authors of different cultures, ethnicities, genders and ages
6	Read literally, inferentially, and critically
8	Read with comprehension
16	Read and use printed materials and technical manuals from other disciplines, such as science, social studies, mathematics, and applied technology

Sample Progress Indicators

Grades Pre-K-3

- ❖ Identify seasonal changes
- ❖ View a science video and represent information pictorially

Grades 4-8

- ❖ Draw and label cycle changes
- ❖ Write a research paper and present it orally

Grades 9-12

- ❖ Take notes from an oral presentation, film, or written text
- ❖ Participate in a panel discussion on assigned topic

Goal 2, Standard 2

ESL Descriptor: Gathering information orally and in writing

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

7	Talk with others to identify, explore, and solve problems
17	Conduct an information interview

Listening 3.2

3	Listen for a variety of purposes such as enjoyment and obtaining information
5	Listen attentively and critically to a variety of speakers
6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard

Writing 3.3

6	Write collaboratively and independently
17	Cite sources of information
19	Write a research paper that synthesizes and cites data

Reading 3.4

16	Read and use printed materials and technical manuals from other disciplines, such as science, social studies, mathematics, and applied technology
25	Gather and synthesize data for research from a variety of sources, including print materials, technological resources, observation, interviews, and audiovisual media

Viewing 3.5

10	Take notes on visual information from films, presentations, observations, and other visual media, and report that information through speaking, writing, or the student's own visual representations
----	--

Sample Progress Indicators

Grades Pre-K-3

- ❖ Pair and share information about families
- ❖ Survey classmates or family members about language spoken at home

Grades 4-8

- ❖ Use e-mail to gather information to complete a project
- ❖ Write to a government agency to solicit project information

Grades 9-12

- ❖ Use multimedia sources to complete a position paper
- ❖ Use the telephone to obtain information to complete a project

Goal 2, Standard 2

ESL Descriptor: Retelling information

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

12	Tell, retell, summarize, and paraphrase ideas
14	Use clear, concise, organized language in speaking situations

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
---	---

Reading 3.4

12	Demonstrate comprehension through retelling or summarizing ideas and following written directions
----	---

Viewing 3.5

4	Articulate information conveyed by symbols such as those found in pictorial graphs, map keys, and icons on a computer screen
6	Recognize and use pictorial information that supplements text
7	Use symbols, drawings, and illustrations to represent information that supports and/or enhances their writing
8	Use simple charts, graphs, and diagrams to report data

Sample Progress Indicators

Grades Pre-K-3

- ❖ Read a story and represent the sequence of events through pictures
- ❖ Listen to a story and role-play the action or retell the story

Grades 4-8

- ❖ Read a story and represent the sequence through text
- ❖ Create a timeline

Grades 9-12

- ❖ View a video and write a summary
- ❖ Correctly sequence the steps of a lab experiment

Goal 2, Standard 2

ESL Descriptor: Selecting, connecting and explaining information

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

7	Talk with others to identify, explore, and solve problems
14	Use clear, concise, organized language in speaking situations
20	Prepare for and participate in structured debates and panel discussions
21	Present an extemporaneous speech

Listening 3.2

3	Listen for a variety of purposes, such as enjoyment and obtaining information
5	Listen attentively and critically to a variety of speakers

Writing 3.3

6	Write collaboratively and independently
8	Write to synthesize information from multiple sources
16	Write technical materials, such as instructions for playing a game that includes specific details

Reading 3.4

4	Use reading for different purposes, such as enjoyment, learning, and problem-solving
6	Read literally, inferentially, and critically
9	Use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in their own lives
12	Demonstrate comprehension through retelling or summarizing ideas and following written directions
13	Identify elements of a story, such as characters, setting, and sequence of events
23	Understand the role of characters, setting, and events in a given literary work

Viewing 3.5

2	Demonstrate the ability to gain information from a variety of media
7	Use symbols, drawings, and illustrations to represent information that supports and/or enhances their writing
8	Use simple charts, graphs, and diagrams to report data
10	Take notes on visual information from films, presentations, observations, and other visual media, and report that information through speaking, writing, or their own visual representations
13	Choose and use multiple forms of media to convey what has been learned
	Integrate multiple forms of media into a finished product

Sample Progress Indicators

Grades Pre-K-3

- ❖ Explain growth in plants
- ❖ Construct a chart or graphic showing data

Grades 4-8

- ❖ Research and connect information on an academic topic from multiple sources
- ❖ Locate reference material

Grades 9-12

- ❖ Compare a biography with an historical period
- ❖ Read and discuss news account of a current event

Goal 2, Standard 2

ESL Descriptor: Analyzing, synthesizing and inferring from information

Language Arts Literacy Standards

Speaking 3.1

8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story
12	Tell, retell, summarize, and paraphrase ideas

Listening 3.2

6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
12	Evaluate the credibility of the speaker
13	Evaluate media techniques and messages

Writing 3.3

8	Write to synthesize information from multiple sources
16	Write technical materials; such as instructions for playing a game that include specific details

Reading 3.4

6	Read literally, inferentially, and critically
19	Recognize propaganda and bias in written texts
20	Analyze main ideas and supportive details
21	Analyze text using patterns of organization, such as cause and effect, comparison, and contrast
22	Analyze text for the purpose, ideas, and style of the author
28	Analyze how the works of a given period reflect historical events and social conditions
29	Understand the study of literature and theories of literary criticism
32	Understand the range of literary forms and content that elicit aesthetic response

Viewing 3.5

12	Articulate the connection between visual and verbal message
15	Evaluate media for credibility
16	Compare and contrast media sources, such as book and film versions of a story

Sample Progress Indicators

Grades Pre-K-3

- ❖ Classify objects according to physical characteristics
- ❖ Graph a weekly weather pattern

Grades 4-8

- ❖ Construct a chart synthesizing information from different sources
- ❖ Map the route (e.g., for field trip, family vacation, historical journey, or scientific exploration)

Grades 9-12

- ❖ Represent an ecological system on a flow chart
- ❖ Compare the book and film version of a story
- ❖ Analyze author's purpose in setting the story in the 19th century

Goal 2, Standard 2

ESL Descriptor: Responding to the work of peers

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story
12	Tell, retell, summarize, and paraphrase ideas

Listening 3.2

6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and interview

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
6	Write collaboratively and independently

Reading 3.4

2	Listen and respond to whole texts
3	Understand that authors write for different purposes, such as persuading, informing, entertaining, and instructing
6	Write collaboratively and independently

Viewing 3.5

5	Respond to and evaluate the use of illustrations to support text
11	Recognize and respond to visual messages of humor, irony, and metaphor

Sample Progress Indicators

Grades Pre-K-3

- ❖ Offer positive feedback to the work of others
- ❖ Ask a follow-up question about a peer's presentation

Grades 4-8

- ❖ Peers edit the written work of a classmate
- ❖ Use appropriate facial and body gestures using peer presentation

Grades 9-12

- ❖ React to peer's work on a journal entry
- ❖ Use a rubric to evaluate a peer's presentation

Goal 2, Standard 2**ESL Descriptor: Representing information visually and interpreting information visually****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

13	Use visual aids and nonverbal behaviors to support spoken messages
----	--

Reading 3.4

7	Use print concepts in developmentally appropriate ways
---	--

Viewing 3.5

4	Articulate information conveyed by symbols such as those found in pictorial graphs, map keys, and icons on a computer screen
5	Respond to and evaluate the use of illustrations to support text
6	Recognize and use pictorial information that supplements text
7	Use symbols, drawings, and illustrations to represent information that supports and/or enhances their writing
8	Use simple charts, graphs, and diagrams to report data
10	Take notes on visual information from films, presentations, observations, and other visual media, and report that information through speaking, writing, or their own visual representations
11	Recognize and respond to visual messages of humor, irony, and metaphor. Integrate multiple forms of media into a finished product
17	Solve problems using multimedia technology and be able to browse, annotate, link, and elaborate on information in multimedia data bank

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Make a diorama to depict a habitat or story scene
- ❖ Construct a mobile to represent characters in a story

Grades 4-8

- ❖ Make a relief map
- ❖ Identify and associate written symbols with words (e.g., written numerals with spoken numbers, or the compass with directional words)
- ❖ Use simple charts, graphs, and diagrams to report data

Grades 9-12

- ❖ Construct a chart or other graphic showing data
- ❖ Make a collage to represent a theme

Goal 2, Standard 2**ESL Descriptor: Hypothesizing and predicting****Language Arts Literacy Standards****Speaking 3.1**

8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and/or tell a story
12	Tell, retell, summarize, and paraphrase ideas
15	Speak before a group to defend an opinion and present an oral interpretation

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
8	Write to synthesize information from multiple sources
19	Write a research paper that synthesizes and cites data

Reading 3.4

7	Use print concepts in developmentally appropriate ways
9	Use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in the students' own lives
21	Analyze text-using patterns of organization, such as cause and effect, comparison, and contrast
23	Understand the role of characters, setting, events in a given literary work

Viewing 3.5

5	Respond to and evaluate the use of illustrations to support text
6	Recognize and use pictorial information that supplements text

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Predict what a book is about by looking at the cover
- ❖ Predict what happens next in a sequence

Grades 4-8

- ❖ Use a KWL (What I Know, what I Want to know, what I have Learned) chart
- ❖ Use a story predictor map

Grades 9-12

- ❖ Hypothesize and predict ending of a novel
- ❖ Hypothesize what will happen in a science experiment

Goal 2, Standard 2

ESL Descriptor: Formulating and asking questions

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

2	Adjust oral communication for different purposes and audiences
7	Talk with others to identify, explore, and solve problems
17	Conduct an informational interview
20	Prepare for and participate in structured debates and panel discussions
22	Demonstrate interview skills in real-life situations, such as college admissions or employment

Listening 3.2

6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and/or interview

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
---	---

Sample Progress Indicators

Grades Pre-K-3

- ❖ Generate and ask questions of community workers (e.g., fireman and policemen)
- ❖ Ask a classmate a question about a preference (e.g., story, classroom activity, or game)

Grades 4-8

- ❖ Interview a classmate
- ❖ Work together to create riddles

Grades 9-12

- ❖ Prepare notes for an interview
- ❖ Ask questions after listening to an oral presentation

Goal 2, Standard 2

ESL Descriptor: Understanding and producing technical vocabulary and text features according to content areas

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

2	Adjust oral communications for different purposes and audiences
---	---

Reading 3.4

13	Identify elements of a story, such as characters, setting, and sequence of events
14	Identify literary forms, such as fiction, poetry, drama, and nonfiction
15	Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues
16	Read and use printed materials and technical manuals from other disciplines, such as science, social studies, mathematics, and applied technology
21	Analyze text using patterns of organization, such as cause and effect, comparison, and contrast
32	Understand the range of literary forms and content that elicit aesthetic response

Writing 3.3

16	Write technical materials, such as instructions for playing a game that include specific details
----	--

Viewing 3.5

1	Use speaking, listening, writing, and reading to assist with viewing
---	--

Sample Progress Indicators

Grades Pre-K-3

- ❖ Label the steps of the metamorphosis of a butterfly
- ❖ Identify the parts of a book

Grades 4-8

- ❖ Produce a glossary in a subject area
- ❖ Write about a math concept/procedure in a learning log

Grade 9-12

- ❖ Write about a math concept/procedure in a learning log
- ❖ Compare and classify information using technical vocabulary
- ❖ Show understanding of text features by using a scavenger hunt

Goal 2

To use English to achieve academically in all content areas

Standard 3

Students will use appropriate learning strategies to construct and apply academic knowledge

Goal 2, Standard 2

ESL Descriptor: Demonstrating knowledge through application in a variety of contexts

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

1	Use listening, writing, reading, and viewing to assist with speaking
20	Prepare for and participate in structured debates and panel discussions
21	Present an extemporaneous speech

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
7	Use a variety of strategies and activities, such as brainstorming, listening, discussion, drawing, role-playing, note taking, and journal writing, for finding and developing ideas about which to write
19	Write a research paper that synthesizes and cites data

Reading 3.4

12	Demonstrate comprehension through retelling or summarizing ideas and following written directions
----	---

Sample Progress Indicators

Grades Pre-K-3

- ❖ Brainstorm solutions to a problem
- ❖ Role-play after reading a story

Grades 4-8

- ❖ Construct a chart to show data
- ❖ Create an original folktale using traditional elements after reading in that genre

Grades 9-12

- ❖ Summarize key concepts of film or teacher presentation
- ❖ Organize a social action in response to an identified problem

Goal 2, Standard 3

ESL Descriptor: Focusing attention selectively

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

6	Participate in discussion by alternating the roles of speaker and listener
7	Talk with others to identify, explore, and solve problems
11	Give directions and/or instructions
20	Prepare for and participate in structured debates and panel discussions

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
5	Listen attentively and critically to a variety of speakers
7	Follow oral directions

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn
5	Write on self-selected topics in a variety of literary forms
8	Write to synthesize information from multiple sources
10	Revise content, organization and other aspects of writing using self, peer, and teacher collaborative feedback (the shared response of others)
11	Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation
13	Establish and use criteria for self and group evaluation of written products

Reading 3.4

6	Read literally, inferentially, and critically
8	Read with comprehension/interviews, and audiovisual media
11	Distinguish personal opinions and points of view from those of the author, and distinguish fact from opinion
13	Identify elements of a story, such as characters, setting, and sequence of events
15	Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues
20	Analyze main ideas and supportive details
21	Analyze text-using patterns of organization, such as cause and effect, comparison, and contrast
22	Analyze text for the purpose, ideas, and style of the author
25	Gather and synthesize data for research from a variety of sources, including print materials, technological resources, observation, interviews, and audiovisual media

Viewing 3.5

1	Use speaking, listening, writing, and reading to assist with viewing
2	Demonstrate the ability to gain information from a variety of media
5	Respond to and evaluate the use of illustrations to support text
6	Recognize and use pictorial information that supplements text
9	Distinguish between factual and fictional visual representations
10	Take notes on visual information from films, presentations observations, and other visual media, and report that information through speaking, writing, or the student's own visual representations

Sample Progress Indicators

Grade Pre-K-3

- ❖ Use verbal and nonverbal cues to know when to pay attention
- ❖ Organize pictures to sequence a story on a storyboard
- ❖ Take notes on visual information from film or presentation
- ❖ Look for key words to help distinguish fact from opinion

Grade 4-8

- ❖ Take notes on visual information from film or presentation
- ❖ Distinguish different points of view in historical literature

Grade 9-12

- ❖ Arrange information from an historical text on a graphic organizer (i.e., cause and effect)
- ❖ Help a peer edit a research project for proper grammar use

Goal 2, Standard 3

ESL Descriptor: Applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text

Language Arts Literacy Standards

Reading 3.4

1	Use listening, speaking, writing, and reviewing to assist with reading
8	Read with comprehension
21	Analyze text using patterns of organization, such as cause and effect, comparison, and contrast

Viewing 3.5

5	Respond to and evaluate the use of illustrations to support text
6	Recognize and use pictorial information that supplements texts

Sample Progress Indicators

Grades Pre-K-3

- ❖ Identify words on a class word wall
- ❖ Use pictures to preview text

Grades 4-8

- ❖ Scan text for main idea
- ❖ Locate information appropriate to an assignment in text or reference materials

Grades 9-12

- ❖ Preview assigned textbook chapters and generate topics
- ❖ Skim chapter headings and bold print to determine the key points of a text
- ❖ Scan several resources to determine the appropriateness to the topic of study

Goal 2, Standard 3

ESL Descriptor: Using context to construct meaning

Language Arts Literacy Standards

Speaking 3.1

1	Use listening, writing, reading, and viewing to assist with speaking
---	--

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
4	Interpret meaning through sounds, such as how speaking style reveals character in an oral interpretation

Writing 3.3

7	Use a variety of strategies and activities, such as brainstorming, listening, discussion, drawing, role-playing, note taking, and journal writing, for finding and developing ideas about which to write
---	--

Reading 3.4

1	Use listening, speaking, writing, and viewing to assist with reading
8	Read with comprehension
15	Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues
24	Understand the concepts of figurative language, symbolism, allusion, connotation, and denotation
30	Understand appropriate literary concepts, such as rhetorical device, logical fallacy, and jargon
31	Understand the effect of literary devices, such as alliteration and figurative language, on the reader's emotions and interpretation

Viewing 3.5

5	Respond to and evaluate the use of illustrations to support text
6	Recognize and use pictorial information that supplements text
8	Use simple charts, graphs, and diagrams to report data
10	Take notes on visual information from films, presentations, and other visual media, and report that information through speaking, writing, or the student's own visual representation
11	Recognize and respond to visual messages of humor, irony, and/or metaphor
12	Articulate the connection between visual and verbal message

Sample Progress Indicators

Grades Pre-K-3

- ❖ Respond to the use of illustrations to support text
- ❖ Demonstrate comprehension of story by listing story elements on a chart

Grades 4-8

- ❖ Use cognates as cues to word meanings
- ❖ Locate surrounding context cues to determine unknown word meaning

Grades 9-12

- ❖ Identify prefixes, suffixes, and root words
- ❖ Read chart, graph or diagram to aid in comprehension

Goal 2, Standard 3

ESL Descriptor: Taking notes to record important information and aid one's own learning

Language Arts Literacy Standards

Listening 3.2

6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
---	--

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
7	Use a variety of strategies and activities, such as brainstorming, listening, discussion, drawing, role-playing, note taking, and journal writing, for finding and developing ideas about which to write
8	Write to synthesize information from multiple sources
10	Revise content, organization, and other aspects of writing, using self, peer, and teacher collaborative feedback (the shared responses of others)

Reading 3.4

25	Gather and synthesize data for research from a variety of sources, including print materials, technological resources, observations, interviews, and audiovisual media
----	--

Viewing 3.5

10	Take notes on visual information from films, presentations, observations, and other visual media, and report that information through speaking, writing, or the student's own visual representations
----	--

Sample Progress Indicators

Grades Pre-K-3

- ❖ Label a picture to record information
- ❖ Make a picture chart of plant growth

Grade 4-8

- ❖ Label a diagram from written information
- ❖ Create an outline to organize information

Grades 9-12

- ❖ Take notes on index cards to organize research
- ❖ Take notes on key points of an oral presentation

Goal 2, Standard 3

To use English to achieve academically in all content areas Students will use appropriate learning strategies to construct and apply academic knowledge

ESL Descriptor: Applying self-monitoring and self-corrective strategies to build and expand a knowledge base

Language Arts Literacy Standards

Sample Progress Indicators

Speaking 3.1

2	Adjust oral communications for different purposes and audiences
4	Modify oral communication in response to the reactions of others
16	Recognize when audiences do not understand the message, and make appropriate adjustments

Grades Pre-K-3

- ❖ Reread to clarify meaning
- ❖ Record oral reading of oneself to self-correct

Listening 3.2

6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
---	--

Grades 4-8

- ❖ Make meaningful substitutions to test word definition
- ❖ Rephrase, explain, revise, and expand oral or written information to check comprehension

Writing 3.3

10	Revise content, organization and other aspects of writing, using self, peer, and teacher collaborative feedback (the shared responses of others)
11	Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation
13	Establish and use criteria for self and group evaluation of written products

Grades 9-12

- ❖ Use SQ3R method (survey, question, read, recite, and review)
- ❖ Identify personal learning style and apply to own learning
- ❖ Edit work

Reading 3.4

1	Use listening, speaking, writing, and viewing to assist with reading
9	Use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in their own lives
12	Demonstrate comprehension through retelling or summarizing ideas and following written directions
15	Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues

Goal 2, Standard 3

ESL Descriptor: Determining and establishing the conditions that help one become an effective learner (e.g., where, when, how to study)

Language Arts Literacy Cumulative Progress Indicators**Sample Progress Indicators****Grades- Pre-K-3**

- ❖ Listen attentively to teacher
- ❖ Watch and imitate peers in order to stay on task

Grades 4-8

- ❖ Keep a homework assignment pad
- ❖ Seek more knowledgeable people with whom to consult to advance understanding

Grades 9-12

- ❖ Brainstorm effective study conditions
- ❖ Assemble and use various learning tools (e.g., native language dictionary, ruler, etc.)

Goal 2, Standard 3

ESL Descriptor: Planning how and when to use cognitive strategies and apply them appropriately to a learning task

Language Arts Literacy Cumulative Progress Indicators**Sample Progress Indicators****Speaking 3.1**

2	Adjust oral communications for different purposes and audiences
4	Modify oral communication in response to the reactions of others
16	Recognize when audiences do not understand the message and make appropriate adjustments

Grades Pre-K-3

- ❖ Role-play plot to summarize a story
- ❖ Verbalize the steps necessary to complete a task

Grades 4-8

- ❖ List steps necessary to complete an assignment
- ❖ Verbalize one's memorization strategy

Grades 9-12

- ❖ Rehearse on tape or with peer to prepare oral presentation
- ❖ Evaluate author's life to show influence on his/her writing

Listening 3.2

6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
---	--

Writing 3.3

7	Use a variety of strategies and activities, such as brainstorming, listening, discussion, drawing, role-playing, note taking, and journal writing, for finding and developing ideas about which to write
---	--

Reading 3.4

9	Use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in the students' own lives
15	Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues

Goal 2, Standard 3

ESL Descriptor: Actively connecting new information to information previously learned

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

12	Tell, retell, summarize, and paraphrase ideas
----	---

Listening 3.2

5	Listen attentively and critically to a variety of speakers
8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and interview

Writing 3.3

3	Use writing to extend experience
10	Revise content, organization and other aspects of writing, using self, peer, and teacher collaborative feedback (the shared responses of others)

Reading 3.4

9	Use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in their own lives
---	--

Viewing 3.5

13	Choose and use multiple forms of media to convey what has been learned. Integrate multiple forms of media into a finished product
17	Solve problems using multimedia technology and be able to browse annotate, link, and elaborate on information in a multimedia database

Sample Progress Indicators

Grades Pre-K-3

- ❖ Connect American holiday to a similar holiday celebrated in native country
- ❖ Discover similarities on houses throughout world

Grades 4-8

- ❖ Use linguistic knowledge of first language to assist on second language comprehension
- ❖ Create a graphic organizer to connect new information with information learned in another setting

Grades 9-12

- ❖ Evaluate author's life to show influence on his/her writing
- ❖ Connect new information to prior knowledge, (e.g., reading factual stories about the same topic)

Goal 2, Standard 3

ESL Descriptor: Evaluating one's own success in a completed learning task

Language Arts Literacy Standards

Listening 3.2

6	Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard
---	--

Writing 3.3

10	Revise content, organization, and other aspects of writing, using self, peer, and teacher collaborative feedback (the shared response of others)
13	Establish and use criteria for self and group evaluation of written products

Sample Progress Indicators

Grades Pre-K-3

- ❖ Use computer spell check
- ❖ Select and explain choice of three best pieces from writing portfolio

Grades 4-8

- ❖ Share and compare answers to an assignment
- ❖ Follow an editing checklist chart

Grade 9-12

- ❖ Assess a project using a rubric
- ❖ Evaluate one's work against a model

Goal 2, Standard 3

ESL Descriptor: Recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members)

Language Arts Literacy Standards**Sample Progress Indicators****Speaking 3.1**

1	Use listening, writing, reading, and viewing to assist with speaking
7	Talk with others to identify, explore, and solve problems

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
---	--

Writing 3.3

1	Use speaking, listening, reading, and viewing to assist with writing
---	--

Reading 3.4

1	Use listening, speaking, writing, and viewing to assist with reading
---	--

Viewing 3.5

1	Use speaking, listening, writing, and reading to assist with viewing
---	--

Grades Pre-K-3

- ❖ Ask teacher, media specialist, nurse, etc. for assistance
- ❖ Role-play requesting assistance from various community members

Grades 4-8

- ❖ Seek more knowledgeable people with whom to consult to advance understanding
- ❖ Interview a community member to learn about events in the past

Grades 9-12

- ❖ Create a directory of school and community support resources
- ❖ Consult experts available on the web for career advice

Goal 2, Standard 3

ESL Descriptor: Imitating the behaviors of native English speakers to complete tasks successfully

Language Arts Literacy Cumulative Progress Indicators**Sample Progress Indicators****Speaking 3.1**

1	Use listening, writing, reading, and viewing to assist with speaking
8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story
13	Use visual aids and nonverbal behaviors to support spoken message
15	Speak before a group to defend an opinion and present oral interpretation

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
---	--

Writing 3.3

1	Use speaking, listening, reading, and viewing to assist with writing
7	Use a variety of strategies and activities, such as brainstorming, listening, discussion, drawing, role playing, note taking, and journal writing, for finding and developing ideas about which to write
10	Revise content, organization, and other aspects of writing, using self, peer and teacher collaborative feedback (the shared response of others)

Viewing 3.5

12	Articulate the connection between visual and verbal message
----	---

Grades Pre-K-3

- ❖ Participate in an activity after observing others. Students determine appropriate behavior
- ❖ Imitate native English speaker's actions during flag salute

Grades 4-8

- ❖ Complete an art project by imitating behavior of native English speakers
- ❖ Learn songs and rhymes presented from a video
- ❖ Create a composition using a writing design model

Grades 9-12

- ❖ Role-play asking content teachers for assistance during or after school
- ❖ Brainstorm actions of successful students in academic classes

Goal 2, Standard 3

ESL Descriptor: Knowing when to use native language resources (human and material) to promote understanding

Sample Progress Indicators

Grades Pre-K-3

- ❖ Ask native speaker to clarify directions in native language
- ❖ Teach another student a poem in native language

Grades 4-8

- ❖ Seek out print and nonprint resources in the native language when needed
- ❖ Ask a native peer for help with homework

Grades 9-12

- ❖ Use peers to facilitate classwork comprehension when appropriate
- ❖ Use bilingual dictionary or computer program to help with "translation"

Goal 2, Standard 3

ESL Descriptor: Selecting different media and technology to assist with language learning and academic tasks

Language Arts Literacy Cumulative Progress Indicators

Sample Progress Indicators

Writing 3.3

8	Write to synthesize information from multiple sources
17	Cite sources of information

- ❖ Use films, cassettes, and television to improve English language learning
- ❖ Use computer program to facilitate language learning

Reading 3.4

16	Read and use printed materials and technical manuals from other disciplines, such as science, social studies, mathematics, and applied technology
25	Gather and synthesize data for research from a variety of sources, including print materials, technological resources, observation, interviews, and audiovisual media

- ❖ Use the web to access information
- ❖ Use content area, computer, and magazines to assist with language learning

Viewing 3.5

13	Choose and use multiple forms of media to convey what has been learned
17	Solve problems using multimedia technology and be able to browse, annotate, link, and elaborate on information in a multimedia database

- ❖ Use variety of media sources to assist in obtaining information to support a position paper
- ❖ Write using a word processor

Goal 3

To use English to communicate in social settings

Standard 1

Students will use appropriate language variety, register, and genre according to audience, purpose, and setting

Goal 3, Standard 1

ESL Descriptor: Using the appropriate degree of formality with different audiences and settings

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

2	Adjust oral communications for different purposes and audiences
3	Use oral communication to influence the behavior of others
4	Modify oral communication in response to the reactions of others
9	Use the conventions of spoken English, such as grammar and appropriate forms of address
15	Speak before a group to defend an opinion and present an oral interpretation
20	Prepare for and participate in structured debates and panel discussions
21	Present an extemporaneous speech
22	Demonstrate interview skills in real-life situations, such as college admissions or employment

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
15	Understand that written communication can affect the behavior of others
16	Write technical materials, such as instructions for playing a game, that include specific details
18	Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda

Sample Progress Indicators

Grades Pre-K-3

- ❖ Interact in an appropriate manner with peers on a playground
- ❖ Interact appropriately with teachers in a classroom setting

Grade 4-8

- ❖ Make polite requests
- ❖ Write a letter or e-mail message to an adult or a peer using appropriate language forms

Grades 9-12

- ❖ Role-play use of appropriate request for business transaction
- ❖ Write a friendly letter to a pen pal

Goal 3, Standard 1

ESL Descriptor: Responding to and using slang, idioms, and humor appropriately

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

2	Adjust oral communications for different purposes and audiences
3	Use oral communication to influence the behavior of others
4	Modify oral communication in response to the reactions of others
9	Use the conventions of spoken English, such as grammar and appropriate forms of address

Listening 3.2

8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, oral report, discussion, and interview
---	--

Writing 3.3

2	Write from experiences, thoughts, and feelings
4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems

Viewing 3.5

11	Recognize and respond to visual messages of humor, irony, and metaphor
----	--

Sample Progress Indicators

Grades Pre-K-3

- ❖ Identify idioms in a written text (e.g., Amelia Bedelia)
- ❖ Laugh at a joke at appropriate time

Grades 4-8

- ❖ Fill in dialog box to create humorous cartoon
- ❖ Determine when it is appropriate to tell joke

Grades 9-12

- ❖ Interpret and explain a political cartoon, situation, comedy, or joke
- ❖ Use idiomatic speech appropriately

Goal 3, Standard 1**ESL Descriptor: Using a variety of writing styles appropriate for different audiences, purposes, and settings****Language Arts Literacy Cumulative Progress Indicators****Writing 3.3**

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
9	Use figurative language, such as simile, metaphor, and analogies to expand meaning
12	Publish writing in a variety of formats
14	Develop a portfolio or collection of writings
18	Write for real audiences and purposes, such job applications, business letters, college applications, and memoranda

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Write a thank you note to classroom guest speaker
- ❖ Use a computer program to create a card with text

Grades 4-8

- ❖ Create a cartoon or comic book
- ❖ Write a poem about your feelings

Grades 9-12

- ❖ Fill out a sample job application
- ❖ Write an e-mail message to a peer

Goal 3, Standard 1**ESL Descriptor: Recognizing and using standard English and vernacular dialects appropriately****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

4	Modify oral communication in response to the reactions of others
9	Use the conventions of spoken English, such as grammar and appropriate forms of address
14	Use clear, concise, organized language in speaking situations

Listening 3.2

8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, oral report, discussion, and interview
11	Demonstrate comprehension of, and appropriate listener response to, ideas in a persuasive speech, an oral interpretation of a literary selection, interviews in a variety of real-life situations, and educational and scientific presentations

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
11	Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation

Reading 3.4

3	Understand that authors write for different purposes, such as persuading, informing, entertaining, and instructing
22	Analyze text for purpose, ideas, and style of the author
32	Understand the range of literary forms and content that elicit aesthetic response

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Greet and take leave appropriately in a variety of settings
- ❖ Demonstrate ability to switch register according to audience

Grades 4-8

- ❖ Identify vernacular dialect in a song
- ❖ Use idiomatic speech appropriately
- ❖ Promote use of standard English

Grades 9-12

- ❖ Write a dialogue incorporating idioms or slang
- ❖ Initiate and carry on appropriate small talk in a variety of settings
- ❖ Edit writing

Goal 3, Standard 1

ESL Descriptor: Determining when it is appropriate to use a language other than English

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

2	Adjust oral communication for different purposes and audiences
4	Modify oral communication in response to the reactions of others

Listening 3.2

3	Listen for a variety of purposes, such as enjoyment and obtaining information
5	Listen attentively and critically to a variety of speakers

Sample Progress Indicators

Grades Pre-K-3

- ❖ Use native language appropriate while playing team sports in a multilingual social situation
- ❖ Use native language when inviting parents to a class presentation

Grades 4-8

- ❖ Use native language when conversing with parents in a school setting
- ❖ Translate for a new student

Grades 9-12

- ❖ Use English and native language appropriately in a social situation or cooperative activity (e.g., cooperative games, team sports, etc.)
- ❖ Advise peers on appropriate language use

Goal 3, Standard 1

ESL Descriptor: Determining appropriate topics for interaction

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

2	Adjust oral communications for different purposes and audiences
3	Use oral communication to influence the behavior of others
4	Modify oral communication in response to the reactions of others
8	Speak before a group to express thoughts and ideas, convey an opinion, present information, and/or tell a story
20	Prepare for and participate in structured debates and panel discussions
21	Present an extemporaneous speech

Writing 3.3

4	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems
5	Write on self-selected topics in a variety of literary forms
7	Use a variety of strategies and activities, such as brainstorming, listening, discussion, drawing, role playing, note taking, and journal writing, for finding and developing ideas about which to write

Sample Progress Indicators

Grades Pre-K-3

- ❖ Relate only appropriate family information
- ❖ Determine appropriate personal questions to ask in various settings

Grades 4-8

- ❖ Initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party)
- ❖ Select and share a current event of interest to peers

Grades 9-12

- ❖ Determine what type of joke it is appropriate to tell
- ❖ Select topics appropriate to discuss in a job interview

Goal 3

To use English to communicate in social settings

Standard 2

Students will use nonverbal communication appropriate to audience, purpose, and setting

Goal 3, Standard 2

ESL Descriptor: Interpreting and responding appropriately to nonverbal cues and body language

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

1	Use listening, writing, reading, and viewing to assist with speaking
4	Modify oral communication in response to the reactions of others
13	Use visual aids and nonverbal behaviors to support spoken messages
16	Recognize when audiences do not understand the message, and make appropriate adjustment

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to an oral report, discussion, and interview

Writing 3.3

2	Write from experiences, thoughts, and feelings
3	Use writing to extend experience

Reading 3.4

1	Use listening, speaking, writing, and viewing to assist with reading
---	--

Viewing 3.5

1	Use speaking, listening, writing, and reading to assist with viewing
---	--

Sample Progress Indicators

Grades Pre-K-3

- ❖ Smile in response to a smile
- ❖ Respond appropriately to a teacher's gesture

Grades 4-8

- ❖ Determine the appropriate distance to maintain while standing near someone, depending on the situation
- ❖ Paraphrase a statement when realizing the listener does not understand

Grades 9-12

- ❖ Respond to the offer of a handshake
- ❖ Create a cultural dictionary explaining nonverbal behavior

Goal 3, Standard 2

ESL Descriptor: Demonstrating knowledge of acceptable nonverbal classroom behaviors

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

13	Use visual aids and nonverbal behaviors to support spoken messages
----	--

Listening 3.2

8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and interview
---	---

Viewing 3.5

12	Articulate the connection between visual and verbal message
----	---

Sample Progress Indicators

Grades Pre-K-3

- ❖ Obtain a teacher's attention in an appropriate manner
- ❖ Take a place in line when directed by a teacher

Grades 4-8

- ❖ Demonstrate in a role-play two aspects of body language common to one's own culture
- ❖ Add gestures to correspond to dialogue in a play

Grades 9-12

- ❖ Determine the appropriate distance to maintain while standing near someone, depending on the situation
- ❖ Maintain eye contact when giving a speech

Goal 3, Standard 2**ESL Descriptor: Using acceptable tone, volume, stress, and intonation in various social settings****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

2	Adjust oral communications for different purposes and audiences
4	Modify oral communication in response to the reactions of others
5	Participate in collaborative speaking activities, such as choral reading, plays, and reciting of poems
10	Read aloud with meaning
18	Receive and use constructive feedback to improve speaking ability

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Show acceptable use of "inside voice" and "outside voice"
- ❖ Focus attention on teacher when directions are given (e.g., line up, quiet down, etc.)

Grades 4-8

- ❖ Use appropriate volume of voice in different settings such as the library, hall, gym, movies, and theater
- ❖ Inflect (raise) voice at the end of a question spoken aloud

Grades 9-12

- ❖ Use appropriate volume, stress, and intonation when reading a story to a younger child
- ❖ Associate tone, volume, stress, and intonation with a character being portrayed

Goal 3, Standard 2**ESL Descriptor: Recognizing and adjusting behavior in response to nonverbal cues****Language Arts Literacy Cumulative Progress Indicators****Speaking 3.1**

4	Modify oral communication in response to the reactions of others
13	Use visual aids and nonverbal behaviors to support spoken messages
16	Recognize when audiences do not understand the message, and make appropriate adjustments

Listening 3.2

13	Evaluate media techniques and messages
----	--

Viewing 3.5

11	Recognize and respond to visual messages of humor, irony, and metaphor
12	Articulate the connection between visual and verbal message

Sample Progress Indicators**Grades Pre-K-3**

- ❖ Recognize that a frown means displeasure and adjust behavior accordingly

Grades 4-8

- ❖ Respond appropriately to a teacher's gesture

Grades 9-12

- ❖ Recognize audience's reaction or lack of response while delivering an oral presentation and adjust behavior accordingly

Goal 3, Standard 2

ESL Descriptor: Observing and modeling how others speak and behave in a particular situation or setting

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

1	Use listening, writing, reading, and viewing to assist with speaking
5	Participate in collaborative speaking activities, such as choral reading, plays, and reciting of poems
6	Participate in discussion by alternating the roles of speaker and listener

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
3	Listen for a variety of purposes, such as enjoyment and obtaining information
5	Listen attentively and critically to a variety of speakers
7	Follow oral directions

Sample Progress Indicators

Grades Pre-K-3

- ❖ Rehearse different ways of speaking according to the formality of the setting

Grades 4-8

- ❖ Observe language use and behaviors of peers in different settings

Grades 9-12

- ❖ Model behavior and language use of others in different situations and settings

Goal 3

To use English to communicate in social settings

Standard 3

Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Goal 3, Standard 3

ESL Descriptor: Experimenting with and rehearsing variations of language in different social and academic settings

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

1	Use listening, writing, reading, and viewing to assist with speaking
2	Adjust oral communications for different purposes and audiences
4	Modify oral communication in response to the reactions of others
16	Recognize when audiences do not understand the message and make appropriate adjustments
20	Prepare for and participate in structured debates and panel discussions
22	Demonstrate interview skills in real-life situations, such as college admissions or employment

Writing 3.3

10	Revise content, organization and other aspects of writing, using self, peer, and teacher collaborative feedback (the shared responses of others)
11	Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation
12	Publish writing in a variety of formats
14	Develop a portfolio or collection of writings

Sample Progress Indicators

Grades Pre-K-3

- ❖ Imitate language use of others in different situations and settings
- ❖ Practice giving compliments

Grades 4-8

- ❖ Practice a speech before presentation
- ❖ Practice language “chunks” needed in social situations (e.g., invite a friend over after school)

Grades 9-12

- ❖ Experiment with different types of communication for effectiveness in making a point
- ❖ Role-play interviews with a peer, classmate, or teacher

Goal 3, Standard 3

ESL Descriptor: Seeking information about appropriate language use and behavior

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

4	Modify oral communication in response to the reactions of others
16	Recognize when audiences do not understand the message and make appropriate adjustments
18	Receive and use constructive feedback to improve speaking ability

Writing 3.3

10	Revise content, organization and other aspects of writing, using self, peer, and teacher collaborative feedback (the shared response of others)
11	Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation
13	Establish and use criteria for self and group evaluation of written products

Reading 3.4

3	Understand that authors write for different purposes, such as persuading, informing, entertaining, and instructing
4	Use reading for different purposes, such as enjoyment, learning, and problem-solving
9	Use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in their own lives

Viewing 3.5

2	Demonstrate the ability to gain information from a variety of media
3	Articulate awareness of different media forms and how these contribute to communication

Sample Progress Indicators

Grades Pre-K-3

- ❖ Test appropriate use of newly acquired gestures and language by asking for assistance

Grades 4-8

- ❖ Brainstorm behaviors which would be appropriate in a different setting
- ❖ Ask a peer for feedback on gestures and eye contact when practicing an oral presentation

Grades 9-12

- ❖ Observe language use and behaviors of peers in different settings
- ❖ Analyze print, videos, and web sites to determine appropriate language use and behavior

Goal 3, Standard 3

ESL Descriptor: Analyzing the social context to determine appropriate language use

Language Arts Literacy Cumulative Progress Indicators

Speaking 3.1

1	Use listening, writing, reading, and viewing to assist with speaking
2	Adjust oral communications for different purposes and audiences
4	Modify oral communication in response to the reactions of others
9	Use the conventions of spoken English, such as grammar and appropriate forms of address
14	Use clear, concise, organized language in speaking situations
22	Demonstrate interview skills in real-life situations, such as college admissions or employment

Listening 3.2

1	Use speaking, writing, reading, and viewing to assist with listening
3	Listen for a variety of purposes, such as enjoyment and obtaining information
4	Interpret meaning through sounds, such as how speaking style reveals character in an oral interpretation
8	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussions, and interview

Writing 3.3

1	Use speaking, listening, reading, and viewing to assist with writing
4	Write for a variety of purposes, such as to persuade, enjoy, entertain, leave, inform, record, respond to reading, and solve problems
15	Understand that written communication can affect the behavior of others

Reading 3.4

1	Use listening, speaking, writing and viewing to assist with reading
---	---

Viewing 3.5

1	Use speaking, listening, writing, and reading to assist with viewing
---	--

Sample Progress Indicators

Grades Pre-K-3

- ❖ Role-play a conversation on the playground
- ❖ Determine appropriate language for classroom and playground interactions

Grades 4-8

- ❖ Rehearse different ways of speaking based on the formality of the setting
- ❖ Write a persuasive essay for a particular audience

Grades 9-12

- ❖ Evaluate behaviors in different settings
- ❖ Role-play to demonstrate appropriate language use in different academic settings.